**Remember that in the end it will be teachers who make the difference in children’s school lives. It is teachers who will either lead the change or resist and stymie it. The focus of school change has to be on supporting teaches in their efforts to become more expert and reorganizing all the aspects of the educational system so that they can teach as expertly as they know how.**

**Richard Allington**

Possible Books or Topics for **Study Groups**

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| **Spelling and Word Study** |
| **Words their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston**  Words Their Way’s developmentally-driven, hands-on instructional approach has been a phenomenon in word study, providing a practical way to study words with students. The keys to this research-based approach are to know your students’ literacy progress, organize for instruction, and implement word study. This streamlined book and the DVD and CD-ROM that accompanies it gives you all the tools you need to carry out word study instruction that will motivate and engage your students, and help them to succeed in literacy learning. Ordered in a developmental format, Words Their Way complements the use of any existing phonics, spelling, and vocabulary curricula. |
| **Writing** |
| **Craft Lessons by Ralph Fletcher**  Since its publication in 1998 Craft Lessons has become a mainstay of writing teachers, both new and experienced. Readers value the pithy, practical lessons each printed on one page and appreciate the instructional language geared to three grade-level groupings: K 2, 3 4, and 5 8. In the decade since Craft Lessons' publication the world has changed in many ways, yet one thing has remained constant: teachers continue to feel starved for time. With new curriculum mandates, daily specials, pull-outs, and precious time devoted to test preparation, the situation has never been worse, and the need for a succinct resource like Craft Lessons has never been greater.  The features that made Craft Lessons so valuable have been augmented. This edition includes:  \* Seventeen brand new craft lessons; many based on veteran teachers' observations about typical student writing.  \* Revisions to other craft lessons: model texts that have gone out of print have been replaced with current titles, and the resource materials sections have been expanded.  \* New thinking about teaching elements of craft and the reading-writing connection.  \*Two new indexes: a handy subject index to make it easier to find specific craft lessons, and an index that shows how these craft lessons can be integrated into Ralph and JoAnn's curriculum resource on the qualities of writing Ideas, Design, Language, and Presentation.  The 95 lessons in this book provide a wealth of information for teaching leads, character, endings, stronger verbs, and much more. This new edition reestablishes Craft Lessons as the crucial desert island book for harried writing teachers everywhere |

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| **Literature Discussion Groups** |
| **Comprehension through Conversation by Maria Nichols**  *Comprehension Through Conversation* is a practical guide to comprehension, conversation, and collaboration. Maria Nichols invites you to listen in on reading workshops where purposeful book talk leads students to deeper understandings of fiction, nonfiction, and the world beyond. Moving forward from the widely understood concept that exchanging ideas builds students' comprehension, Nichols shows you specific ways to use conversation as a scaffolding that bridges prior knowledge to more advanced reading skills and techniques as well as to big ideas such as themes. Her useful ideas for conversations begin with lesson designs that use read-alouds to spark discussions, lead to suggestions for units of study that support children as they read progressively more complex texts, and ultimately build toward fully independent reading and thinking.  Start a new dialogue with your students about reading, thinking, and sharing. Open your curriculum to the types of smart book discussions in *Comprehension Through Conversation*. You'll discover that when it comes to increasing reading comprehension, encouraging critical thinking, and creating literate habits of mind, purposeful talk is priceless. |
| **Reading Comprehension** |
| **Writing about Reading by Janet Angelillo**  Janet Angelillo introduces us to an entirely new way of thinking about writing about reading. She shows us how to teach students to manage all the thinking and questioning that precedes their putting pen to paper. More than that, she offers us smarter ways to have students write about their reading that can last them a lifetime. She demonstrates how students' responses to reading can   * start in a notebook, in conversation, or in a read aloud * lead to thinking guided by literary criticism * reflect deeper text analysis and honest writing processes * result in a variety of popular genres--book reviews, author profiles, commentaries, editorials, and the literary essay.   She even includes tools for teaching-day-by-day units of study, teaching points, a sample minilesson, and lots of student examples-plus chapters on yearlong planning and assessment.  Ensure that your students will be readers and writers long after they leave you. Get them enthused and empowered to use whatever they read-facts, statistics, the latest book--as fuel for writing in school and in their working lives. Read Angelillo. |

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| **Struggling Readers** |
| **When Readers Struggle – Irene Fountas and Gay Sue Pinnell**  *When Readers Struggle: Teaching That Works* is a comprehensive resource on struggling readers. It's filled with specific teaching ideas for helping children in kindergarten through Grade 3 who are having difficulty in reading and writing.  We want these young students to think and behave like effective readers who not only solve words skillfully but comprehend deeply and read fluently. To achieve our goal, we need to place them in situations in which they can succeed and then provide powerful teaching. Gay Su Pinnell and Irene Fountas offer numerous examples and descriptions of instruction that can help initially struggling readers become strategic readers. *When Readers Struggle: Teaching That Works* focuses on small-group intervention and individual interactions during reading and writing. Pinnell and Fountas also illustrate how to closely observe readers to make the best possible teaching decisions for them as well as how to support struggling readers in whole-class settings.  Find immediately usable answers to your questions about struggling readers from educators you trust. Read Pinnell and Fountas's *When Readers Struggle: Teaching That Works* and find teaching that works for struggling readers. |
| **Differentiation** |
| Leading and Managing a Differentiated Classroom by Carol Ann Tomlinson, Marcia B. Imbeau Today's teachers are responsible for a greater variety of learners with a greater diversity of needs that ever before. When you add in the ever-changing dynamics of technology and current events, the complexity of both students' and teachers' lives grows exponentially. Far too few teachers, however, successfully teach the whole class with the individual student in mind. The authors tackle the issue of how to address student differences thoughtfully and proactively. The first half of the book focuses on what it means for a teacher to effectively lead a differentiated classroom. Readers will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The second half of the book focuses on the mechanics of managing a differentiated classroom. A teacher who has the best intentions, a dynamic curriculum, and plans for differentiation cannot--and will not--move forward unless he or she is at ease with translating those ideas into classroom practice. In other words, teachers who are uncomfortable with flexible classroom management will not differentiate instruction, even if they understand it, accept the need for it, and can plan for it. The authors argue that the inherent interdependence of leading and managing a differentiated classroom is at the very heart of 21st-century education. This essential guide to differentiation also includes a helpful teacher's toolkit of activities and teaching strategies that will help any teacher expand his or her capacity to make room for and work tirelessly on behalf of every student.  This group will meet the first Tuesday of the month during lunch in Room 5 with Tamara Bilewski facilitating. |

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| **ECE/Kinder** |
| **Early Beginnings** by Irene Fountas and Gay Sue Pinnell  For prekindergarten children, language and play are the major tools for learning about the world, and they are also the most important tools for early literacy learning. The three- or four-year-old who takes a memo pad and marker around to family members "to take orders" for dinner, like all young children, makes no distinction between play and reading and writing. It all involves curiosity, learning, discovery, and excitement.  In their latest professional book, **Gay Su Pinnell** and **Irene Fountas** show you how to tap into young children's excitement to introduce them to the world of literacy in joyful, engaging ways. As with their *Continuum of Literacy Learning* for grades K-8, they provide detailed descriptions of language and literacy behaviors and understandings for teachers to notice, teach, and support, while offering practical strategies for the prekindergarten classroom. Full of resources like songs, rhymes, and finger plays, Literacy Beginnings also includes 35 ready-to-use lessons to introduce young children to reading and writing. |
| **Conferring with Students** |
| **How’s it going? A Practical Guide to Conferring with Student Writers**  Our one-on-one talks with students during writing workshop offer us perfect opportunities to zero in on what each student needs as a writer. As Lead Staff Developer for the Teachers College Reading and Writing Project, Carl Anderson has provided hundreds of teachers with the information and confidence they need to make these complex conferences an effective part of classroom practice. Finally, in *How's It Going?*, Anderson shares his expertise with the rest of us.  For Anderson, the key to a powerful writing conference lies in understanding that it is a conversation with a clear purpose and a predictable structure. This is the best lens through which to view the task of talking about writing. To that end, Anderson shows how we can take what we already know about having effective conversations and use that knowledge. Sample transcripts of conferences with elementary and middle school students in both urban and suburban settings walk us through the process step by step, providing new insight into how ambitious conferences unfold.  Above all, *How's It Going?* is a practical book. Written in a conversational style, it's filled with lots of useful advice, including an in-depth discussion of the teacher's role in conferences, strategies for teaching students to take an active role, ways to weave in literature, minilessons, classroom management strategies, and responses to the most frequently asked questions about conferring. Along the way, readers will learn new ways of thinking; develop effective techniques, and perfect straightforward strategies. At the same time, they'll grasp the art and logic of conferring, and with this learning in mind, discover for themselves how to confer well. |

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| **Interventions** |
| **Interventions that Work, Linda Dorn and Carla Soffas**  Celebrated literacy experts Linda Dorn and Carla Soffos guide teachers and administrators in implementing effective reading interventions for children in kindergarten through third grade. Based on the authors’ Comprehensive Intervention Model (CIM), the authors' present a portfolio of small group interventions for meeting the diverse needs of  struggling readers. Each grade-band resource includes a wealth of research-based activities, scaffolding techniques, and assessment tools that guide teachers in promoting strategic learners.    Paired with the five-part DVD series, (we have three of the DVDs at this time) *A Comprehensive Intervention Model for Preventing Reading Failure*provides training and support for teachers in learning about small groups as an intervention. Each of the DVDs--*Guided Reading Plus Group* (grades 1-3), *Assisted Writing Group* (kindergarten to grade 3), and *Comprehension Focus Group* (grades 3-8) will complement the readings. |
| **Early Literacy Skills** |
| **The Literate Kindergarten, Where Wonder and Discovery Thrive by Susan L. Kempton**  Kindergarten has changed, and not necessarily for the better. Once a joyful time when children grow into school gradually, today it often resembles a watered-down first grade, where academic pressures squelch creativity and play. *The Literate Kindergarten* shows how carefully balancing academics with song, movement, talk, and play creates an environment where every child can grow and learn.  Sue Kempton is a master teacher, and in *The Literate Kindergarten*, she shares the thinking, the structures, even the precise language she uses to help young children become motivated, engaged, and joyful learners. Kempton guides you through the three domains of learning on which she bases her lessons and actions: the cognitive, creative, and emotional.  With this framework in mind, Kempton offers clues to interpreting children's talk and body language so that you know which domain they are engaged in, as well as specific questions and phrases that draw out their thinking and make learning visible.  From there, *The Literate Kindergarten* offers effective suggestions for:   * establishing routines and creating cooperation * developing oral language * modeling the language of thinking * teaching across content areas * supporting students as they become socialized to school * recognizing the vital importance of integrating music, movement, and play * familiarizing children with concepts of print, comprehension strategies, and other important literacy habits.   Discover thoughtful ways to create a safe, nurturing, predictable learning space for children, where their thoughts and feelings are encouraged. Read *The Literate Kindergarten* and discover a comprehensive resource that can bring joy and serious learning to your classroom.  About the Author  Susan L. Kempton works closely with the Denver-based Public Education and Business Coalition as a staff developer, hosting local and national teaching labs. She has taught primary-age children from diverse populations for twenty-five years, with kindergarten being her focus and passion. She currently teaches at-risk students at Harrington Elementary School in Denver. During this study session, the group will visit Sue’s room at Harrington. |

**Fairview Book Study**

**2011/2012**

**The Book Study is designed for individual teachers to come together and share their thinking around classroom instruction. These opportunities can align with your Professional Growth Plan (PGP required by the district.) Study groups offer teachers the opportunity to reflect, review, and integrate new thinking into their classroom instruction. We will be using professional resources as a springboard for discussion and personal examination. Each group will be asked to meet one hour during our monthly early release days to collaborate and share ideas and progress with integrating new ideas into the classroom. Each group will present information/findings with the staff throughout the year.**

**Each Group will be responsible for presenting new learning/student achievement results during one of the early release days.**

**Study Group Schedule – to be completed by group**

**Text:**

**Participants Name:**

**Location for meeting: Room \_\_\_\_\_\_\_\_\_\_**

**Dates: Sept. 21**

**October 10**

**November 16**

**January 18**

**February 15**

**March 21**

**April 18**

**May 16 – Celebrations of our learning!**

**Syllabus: To be developed by the teachers using the UBD template. What do we want to know and be able to do as a result of reading and discussing this text?**

**School Wide Book Study**

**One Format you may consider using.**

**Whole group Discussion**

To start the new study group, this time is spent reflecting on current practices and creating a learning community (setting norms.) During future meeting, this time is spent sharing new thinking and ideas that participants have tried.

**Viewing a Video/Reading Excerpt**

This is an opportunity for the group to work with current research/resources around the topic.

**Whole-Group Discussion**

Participants share thoughts based on the video and reading excerpt.

**Putting Ideas into Practice**

Decide on reading to be done between sessions. The reading is then used as a discussion starter. It is not expected that the group will read the book cover to cover. The intention of the reading excerpts it to provide rich discussion and reflection about current practice.

**Follow –Up Between Sessions**

Remind participants of the next meeting and what they should have ready for the next session.

**Please contact Amy if you would like to try to protocols. Critical Friends Network has some amazing ideas for group work!**